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Implementation of Web-Based Learning Methods in Building Student Learning Motivation in Fiqh Subjects at MAN 1 Pacitan

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ABSTRACT

This study aims to examine the implementation of Web-Based Learning (WBL) using the Wordwall platform and its contribution to enhancing Grade X students' motivation in Fiqh learning at MAN 1 Pacitan. A qualitative approach was employed, with data collected through classroom observations, interviews, and documentation. The findings were analyzed thematically using Self-Determination Theory (SDT) and the ARCS motivation framework (Attention, Relevance, Confidence, and Satisfaction). The implementation of WBL involved integrating Fiqh legal concepts into interactive digital games, including quizzes, word matching, and crossword puzzles, which students accessed through QR codes or web links. The approach created a more inclusive learning environment by increasing balanced participation, reducing anxiety about incorrect answers, and encouraging voluntary independent learning at home. Although unstable internet connectivity occasionally hindered access, it did not reduce students' enthusiasm.

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Keywords:

web based learning;
learning motivation;
fiqh subjects.

INTRODUCTION

Fiqh is one of the core elements of Islamic Religious Education (PAI), emphasizing the practical mastery of Islamic laws (Prayogi, 2025). Particularly within the Madrasah Aliyah curriculum, Fiqh instruction is designed as an applicable guide for students in performing worship (*ibadah*) and transactions (*muamalah*) in daily life (Araniri, 2021). Referring to the Decree of the Minister of Religious Affairs (KMA) No. 183 of 2019, Fiqh at the Madrasah Aliyah level serves a strategic goal: shaping learners who not only comprehend but are also capable of practicing and developing a comprehensive understanding of Fiqh within modern life contexts (Hasibuan & Siregar, 2023; 'in & Aziz, 2026).

However, realities in the field demonstrate a fundamental gap between curriculum ideals and classroom instruction practices. Fiqh learning is frequently trapped in traditional, teacher-centered patterns dominated by one-way lecture methods (Fuaidi, 2020; Darmayanti & Fitriani, 2025). This pattern reduces Fiqh material which should be practical into something textual, rigid, and theoretical, ultimately dampening students' motivation and active engagement. Yet, learning motivation serves as the main pillar determining successful knowledge transfer and character formation; without high motivation, students struggle to maintain learning persistence (Permatasari, 2021; Suharni, 2021).

The impact of this conventional lecture method dominance is evident in the minimal student participation and critical interaction during Fiqh instruction. Dense Islamic law material containing formal rules of worship and transaction is often introduced merely as memorized text, lacking contextual meaning connected to students' actual lives. Consequently, rather than viewing Fiqh as a practical solution to everyday problems, students perceive it as a tedious academic burden, thereby decreasing their interest in exploring the material further.

This prolonged passive state ultimately hinders the holistic achievement of Fiqh learning objectives. Students' alienation from Fiqh material negatively affects not only their conceptual academic understanding but also risks weakening their drive to correctly practice religious teachings in daily life. Therefore, an instructional

paradigm shift is needed through integrating adaptive, interactive learning methods and media that can reignite student learning motivation so that the transformation of Fiqh values can proceed effectively and meaningfully.

The low learning motivation can be theoretically explained through two primary educational psychology approaches: Self-Determination Theory (SDT) and the ARCS motivation model (Attention, Relevance, Confidence, Satisfaction). According to the Self-Determination Theory framework, every individual possesses basic psychological needs that must be satisfied to spark intrinsic motivation in the learning process. In the context of Fiqh subjects, students require the fulfillment of psychological needs for autonomy and competence so that their involvement in exploring Islamic laws stems from sustainable learning awareness rather than extrinsic compulsion (Badriah & Surawan, 2025).

This Self-Determination Theory approach is reinforced by the theoretical framework of the ARCS motivation model, which analyzes the stages of students' psychological stimulation during instructional processes. The ARCS model asserts that an instructional design must first arouse students' attention through visually and technically engaging interactive media. Furthermore, the presented material must hold relevance to students' real-life experiences, offer space to build confidence when completing tasks, and provide satisfaction with learning achievements and outcomes (Septiawan & Agung, 2020).

Theoretical indicators derived from combining these two concepts such as student attention levels, autonomy in responding to material, confidence when operating media, and satisfaction gained from direct feedback serve as primary guidelines in evaluating the effectiveness of a learning innovation. These indicators are crucial for measuring whether a new strategy can break through the learning burnout in Fiqh, which has historically seemed rigid, textual, and monotonous. Without integrating media that touches these psychological dimensions, Fiqh learning risks remaining perceived as a memorization burden rather than a practical guide to life.

This motivational imbalance was specifically confirmed at MAN 1 Pacitan based on pre-research interview results with the Fiqh subject teacher, Mrs. Khaulatul Fardah, in February 2026. The interview revealed that students tend to be passive, unfocused, and lack independent initiative when engaging with text-heavy Fiqh material. The limited variety of instructional media in class led to low student attention and autonomy indicators, driving the need to apply new learning strategies based on Web-Based Learning to bridge this motivational gap.

However, a positive transition began to emerge when the teacher utilized web-based evaluation media and the interactive Wordwall application. Utilizing Web-Based Learning (WBL) integrated via rapid QR Code access proved to boost students' initial enthusiasm because it does not overload device memory (RAM) and offers dynamic visual displays (Feradhita, 2024; Wardana & Hidayat, 2020). WBL enables abstract Fiqh material to be visualized using multimedia tools such as interactive simulations, worship video tutorials, and gamification-based evaluations (Azzahra et al., 2025; Kurniawan et al., 2023; Wiratama, 2022).

Although integrating digital technology into Fiqh instruction has been explored by various previous researchers, a significant research gap remains regarding both educational level scope and the psychological aspects of learners. A study by Zulfa et al. (2025) focused on developing the FIKIHSMART media product at the junior high school level, Mutaqin et al. (2024) investigated general technology impacts at the Madrasah Ibtidaiyah (MI) level, while Sulistyowati & Purnomo (2025) emphasized web-based formative assessment. Most previous studies were dominated by Research and Development (R&D) approaches that prioritized product feasibility or short-term cognitive impact testing in primary education.

These focus limitations leave a crucial, unexplored space regarding the dynamic process analysis of Web-Based Learning (WBL) method implementation in Madrasah Aliyah Fiqh classes. This study addresses that gap by comprehensively examining how WBL methods operate within middle-adolescent Fiqh classroom ecosystems. Beyond evaluating learning outcomes, this study focuses on the dynamics of stimulating student learning motivation, analyzed through fulfilling psychological

needs such as autonomy, attention, and learning satisfaction, thereby offering a holistic understanding of digital-based Fiqh instructional transformation.

Based on these research gaps, the research questions in this study focus on how Web-Based Learning methods using interactive applications are planned and implemented in Fiqh subjects at MAN 1 Pacitan, and how these methods contribute to increasing student learning motivation viewed from autonomy indicators and the ARCS framework. Consequently, this qualitative study aims to deeply analyze the implementation of Web-Based Learning methods in Fiqh instruction at MAN 1 Pacitan and their contribution to enhancing student learning motivation. Theoretically, this research is expected to enrich academic literature on technology integration in Fiqh learning, while practically serving as a strategic guide for educators in designing innovative, digital-based religious learning.

METHOD

This study adopts a qualitative approach with a descriptive qualitative research type to describe, reveal, and analyze in depth the implementation of Web-Based Learning (WBL) methods using interactive Wordwall media in Fiqh instruction, as well as the dynamics of its contribution to student learning motivation at MAN 1 Pacitan. The use of descriptive qualitative research enables the researcher to capture meaning, instructional processes, and natural classroom interactions without artificial experimental treatment or variable manipulation. In this qualitative study, the terms population and sample are not used; instead, it focuses on research informants determined purposively based on specific criteria relevant to the focus of the study. The informants in this study consist of four individuals: one Fiqh subject teacher (Mrs. Khaulatul Fardah) and three Grade X students at MAN 1 Pacitan. The Fiqh teacher was selected as the key actor initiating and implementing Wordwall-based WBL in the classroom, thereby holding essential information regarding planning, implementation processes, technical constraints, and learning evaluation. Meanwhile, the three Grade X students were chosen from classes engaging in Wordwall-based Fiqh learning, considering variations in their initial active participation and

motivation levels (representing high, medium, and developing categories) to provide rich perceptual insights into changes in their attention, autonomy, and learning satisfaction.

Data collection was carried out in detail through three primary qualitative techniques: observation, in-depth interviews, and documentation. Structured and passive-participant observations were conducted four times during Fiqh instruction sessions in Grade X between February and March 2026. During these observations, the researcher observed two main indicators: the teacher's technical readiness in presenting Wordwall media and student motivation indicators, which included attention levels when accessing material, independence in responding to quizzes, confidence, and enthusiasm in peer interaction. Furthermore, in-depth interviews were conducted with all informants (one Fiqh teacher and three students) gradually outside effective class hours from February to March 2026. The teacher interview guide focused on the background of selecting WBL media, web-based Fiqh material design, perceptions of changes in student attitudes, and field constraints. Meanwhile, the interview guide for the three students explored their learning experiences operating Wordwall, ease of access (usability), the impact of Fiqh material visualization on concept comprehension, and their levels of satisfaction and learning motivation compared to traditional methods. These data collection techniques were supplemented by documentation consisting of Grade X Fiqh Teaching Modules/Lesson Plans (RPP), Wordwall quiz module interface displays, photos of web-based learning activities, and preliminary student engagement recap data.

The data analysis process was carried out interactively and continuously, referring to the model by Miles, Huberman, and Saldana, explicitly tailored to the context of this study. The first stage began with data collection from all observation field notes, interview transcripts with the teacher and three students, and supporting documents. The second stage was data condensation, wherein the researcher selected, focused, and transformed raw data by categorizing it into main topics such as Fiqh material integration into Wordwall, learning motivation indicators (attention, autonomy, and satisfaction), and WBL implementation constraints while eliminating

irrelevant data. The third stage was data display, where categorized data was presented in a logical and coherent descriptive narrative reinforced by direct quotes from informant interviews to demonstrate causal-descriptive relationships between Wordwall application and increased student motivation. The final stage was conclusion drawing and verification, where the researcher deduced the WBL implementation patterns and their impact on Fiqh learning motivation. These conclusions were continuously verified throughout the study by testing data trustworthiness through source triangulation and technique triangulation until complete, valid, and credible final findings were obtained.

RESULTS

Implementation of Web-Based Learning in Fiqh Instruction at MAN 1 Pacitan

Based on observations at MAN 1 Pacitan, the implementation of Fiqh learning at MAN 1 Pacitan applies a Web-Based Learning (WBL) strategy that integrates the internet as a means of accessing material and the interactive Wordwall platform as an instructional support medium. In this construct, WBL serves as a web-based learning environment and method offering access flexibility, whereas Wordwall specifically acts as an interactive platform or tool that visualizes rigid and abstract Fiqh material into educational game formats, such as multiple-choice quizzes, word-matching pairs, and digital crossword puzzles. The planning phase begins with the subject teacher compiling Fiqh material specifically worship (*ibadah*) and transaction (*muamalah*) laws into digital formats.



Figure 1. Wordwall Platform View

The selection of the Wordwall platform was based on the educator's need to create a more interactive and engaging learning environment. This was reinforced by an explanation from the Fiqh teacher at MAN 1 Pacitan, Mrs. Khaulatul Fardah:

"We chose Wordwall because its features are very comprehensive and it can transform Fiqh law material which used to be rigid into exciting games for the students. WBL serves as the web-based learning system framework, while Wordwall acts as the interactive platform or medium within it."

During the classroom implementation phase, the instructional flow began with the teacher sharing the Wordwall game link via the class WhatsApp group or displaying it on a projector screen. The researcher observed that upon opening the link, students demonstrated high enthusiasm due to Wordwall's colorful and user-friendly visual interface. The platform's practical accessibility requiring no additional application downloads enabled all students to connect instantly from their respective devices. Fiqh material, traditionally delivered through conventional methods, transformed into an interactive challenge that students needed to complete quickly and accurately. This indicates that the technical aspects of WBL have been well integrated into the routine Fiqh classroom learning process.

This transformation of instructional media has had a direct impact on students' learning drive and enthusiasm in the classroom. Gamification-based learning makes Fiqh material, which is dense with legal rules, feel easier to comprehend and more enjoyable. Students no longer feel pressured when solving Fiqh questions because the format is packaged like a digital game challenge. This shift in perception and growing interest in learning was expressed directly by a Grade X student during an interview session:

"Honestly, I enjoy learning Fiqh much more now because it feels like playing a game rather than taking a stressful test. The interface is attractive, colorful, and we can immediately see our score right after answering."

The presence of the instant leaderboard feature on the Wordwall platform has proven to trigger a positive competitive environment among students. Curiosity about reaching the top rankings motivates students to focus more attentively on the teacher's explanations and re-read their notes before the quiz begins.

The integration of competitive elements within this WBL system proved effective in boosting students' learning persistence in class. This healthily established competitive atmosphere was acknowledged by the second student in the following interview:

"Seeing my friends' names appear on the leaderboard made me even more curious. It drove me to re-read the Fiqh material so I could answer everything correctly and move my name up to the top rankings on the leaderboard."

Papan Peringkat

Peringkat	Nama	Skor	Waktu
ke1	Jibran kheano	10	1:33
ke2	Widia putri	10	2:28
ke3	Dyahayu	10	2:54
ke4	Kanzha	10	3:14
ke5	Sargi	10	3:54
ke6	Fiorenza jessie	10	4:15
ke7	thisa nadira	9	2:34
ke8	Seerena	9	5:00
ke9	tasya febri	8	2:04
ke10	Arda Bagus	8	5:00
ke11	razka	8	5:00
ke12	Pppp	8	5:00
ke13	Devandha	8	5:00
ke14	Wasis	7	5:00
ke15	Queenza sofya	7	5:00
ke16	Hannum	7	5:00
ke17	Husnaa	7	5:00
ke18	Dwi Cahyani	7	5:00

Figure 2. Leaderboard Display on the Wordwall Platform

In addition to heightening initial attention, the use of Wordwall-based WBL noticeably transforms student participation patterns throughout the learning process. While traditional lecture methods result in classroom interactions dominated by a proactive minority, this digital format provides space for all students to respond to the material simultaneously without anxiety. This equalized active engagement was confirmed by Mrs. Khaulatul Fardah in a follow-up interview:

"Students who usually sit quietly in the back are now more courageous to try, because this digital format makes them less self-conscious about answering incorrectly. Everyone has an equal opportunity to respond to the material through their respective smartphones."



Figure 3. Documentation of interviews with grade XI students

The positive impact of integrating this web-based method extends beyond classroom hours, fostering independent learning outside of school. Because the Wordwall platform can be accessed flexibly at any time via a web link, many students independently replay the Fiqh quiz games at home to retest their understanding. This accessibility flexibility was expressed by the third student during an interview:

"The Wordwall link can still be opened on smartphones, so sometimes I open it again at home to practice. Besides filling free time, I can try to get a better score than I did in class earlier."

Despite bringing positive impacts to classroom dynamics, the implementation process of Web-Based Learning (WBL) using the Wordwall platform at MAN 1 Pacitan was not entirely free from obstacles. The researcher noted technical constraints in the form of internet signal fluctuations in certain areas of the madrasah, which temporarily disrupted access for some students when opening the webpage simultaneously. This technical bottleneck occurred primarily when all students accessed the digital quiz at the same time, causing network congestion (lag). The Fiqh teacher at MAN 1 Pacitan, Mrs. Khaulatul Fardah, acknowledged these connectivity challenges in an interview:

"The internet signal in the classroom area is indeed unstable at times, especially when all the students open the Wordwall link simultaneously. A few students experienced slower page loading or were briefly disconnected from the quiz game."

However, these infrastructure constraints did not disrupt the overall learning flow, as they were resolved through practical peer collaboration in the classroom. Students with stronger network access and personal cellular data intuitively helped their peers by sharing internet connections (hotspot tethering). This peer cooperation ensured that all students remained connected to the Wordwall website without falling behind during the quiz process. One Grade X student shared their experience in overcoming these network issues during an interview:

"When the Wi-Fi signal or my cellular data struggled to load the Wordwall site, my desk mate immediately shared a hotspot tethering connection. That way, we could join the quiz together again and not miss any questions."

Cooperative initiatives and direct teacher guidance proved effective in maintaining the smooth operation of this web-based learning process. Rapid, adaptive troubleshooting ensured that all stages of Fiqh instruction continued constructively without diminishing students' enthusiasm or focus. The presence of these collective solutions strengthened solidarity among students while demonstrating that technical network constraints do not pose a significant barrier to creating an interactive and enjoyable Fiqh learning ecosystem.

Overall, although technical internet signal constraints occasionally occurred, they did not dampen the students' collective enthusiasm for healthy competition. The transformation from lecture-based methods to an interactive web-based approach brought a fresh, new atmosphere to MAN 1 Pacitan. These findings emphasize that utilizing Web-Based Learning strategies facilitated by appropriate digital platforms can spark learning enthusiasm, broaden classroom participation, and cultivate student independence in comprehending Fiqh lessons.

DISCUSSION

Analysis of Web-Based Learning Implementation in Enhancing Students' Fiqh Learning Motivation Reviewed from the ARCS Framework and Self-Determination Theory (SDT)

The impact of implementing Web-Based Learning (WBL) methods using the Wordwall platform to enhance Fiqh learning motivation at MAN 1 Pacitan was analyzed using two primary theoretical frameworks: the ARCS motivation model (Attention, Relevance, Confidence, Satisfaction) and Self-Determination Theory (SDT), which emphasizes fulfilling the needs for autonomy and competence. The utilization of Wordwall media within a WBL environment successfully generated student Attention from the beginning of the learning session. Fiqh material, which is theoretical and dense with formal rules of worship, transformed into a dynamic visual presentation (Septiawan & Agung, 2020). The use of illustrations, animations, and visual simulations such as funeral management procedures or animal slaughtering methods helped students with visual and kinesthetically inclined learning styles comprehend the flow of material sequentially. Visual engagement with well-designed interfaces automatically heightened student focus and concentration, ensuring that lengthy Fiqh class sessions no longer felt tedious.

Simultaneously, this digital format facilitated the fulfillment of the need for Autonomy within the SDT framework (Badriah & Surawan, 2025). Students were given full control to direct their learning flow when answering Fiqh questions on their respective smartphones without rigidly binding instructional pressure. A Grade X student expressed their enthusiasm during an interview:

"Honestly, I enjoy learning Fiqh much more now because it feels like playing a game rather than taking a stressful test. The interface is attractive, and we can click to answer by ourselves on our phones, so I feel like I have full control and don't get bored."

This statement demonstrates that Wordwall's gaming elements successfully shifted tense academic burdens into an enjoyable process of self-directed exploration, directly sparking intrinsic motivation.

The Wordwall platform allows teachers to present Fiqh case studies and concepts with high Relevance to students' real-life experiences. When Islamic legal principles are introduced through interactive scenarios, students can flexibly connect normative theory with everyday practical applications. Learning no longer stops at textual comprehension or rigid memorization; instead, it progresses to a deeper level of contextual meaning (Hasibuan & Siregar, 2023). This was reaffirmed by another student, who experienced the benefits of this material relevance:

"The Fiqh quiz questions on Wordwall relate to daily occurrences, so it's not just memorizing laws. We actually understand why rules of worship must be carried out that way in real life."

Within the context of SDT, this interactive process fosters students' sense of competence. The real-time feedback on Wordwall which instantly confirms correct or incorrect answers alongside explanations provides a tool for students to measure their understanding transparently. When students successfully navigate a digital quiz challenge, a sense of pride emerges, driving them to study more complex Fiqh material (Badriah & Surawan, 2025; Nasution et al., 2024). This experience of accomplishment was confirmed by a third student (Informant S3) in an interview:

"When my answer is correct and the score pops up immediately, there's a sense of satisfaction and I feel more confident. If I get something wrong, the app shows the explanation right away, so I know where my mistake was and feel like I'm mastering the material more."

The integration of WBL and the Wordwall platform makes a tangible contribution toward building Confidence and encouraging inclusive classroom participation. In traditional learning environments, participation is often dominated by certain outspoken students, while others remain passive due to a fear of making public mistakes. Smartphone-based digital formats offer a safe space for all students to participate simultaneously without embarrassment. As explained by the Fiqh teacher, Mrs. Khaulatul Fardah:

"Students who usually sit quietly in the back are now more courageous to try, because this digital format makes them less self-conscious about answering

incorrectly. Everyone has an equal opportunity to respond to the material through their respective smartphones."

This courage to attempt tasks directly supports the growth of student confidence. Furthermore, the sporting competition element driven by the leaderboard feature serves as a positive adrenaline trigger. Successfully achieving a high score or climbing the rankings yields deep learning Satisfaction. Curiosity about attaining the best score even encourages students to independently re-read Fiqh material at home (learning independence). WBL's easy, round-the-clock accessibility via smartphones dismantles rigid perception, granting students greater flexibility to manage their learning time continuously (Feradhita, 2024; Wardana & Hidayat, 2020). Even though technical constraints like internet signal instability occurred in parts of the madrasah, they did not diminish the students' collective drive to stay actively engaged in this web-based learning ecosystem.

Empirical findings at MAN 1 Pacitan emphasize that the effectiveness of Web-Based Learning does not lie in replacing the teacher's role, but in leveraging technology as a supporting tool to address students' psychological dimensions and learning needs. The results of this study align with findings by Layyinnati (2021), who demonstrated that using Wordwall as a WBL instrument significantly influences student interest and learning outcomes in Fiqh. Additionally, these findings reinforce research by Wahyugi & Fatmariza (2021) as well as Nasution et al. (2024), asserting that gamification-based interactive media effectively strengthens intrinsic motivation and the quality of student engagement during instruction.

Theoretically, achieving learning motivation in this study proves that combining WBL's flexibility with Wordwall's interactive engagement successfully satisfies the requirements of both the ARCS framework and Self-Determination Theory. Well-crafted visuals capture attention, contextual material establishes relevance, safe digital response spaces foster confidence and autonomy, and instant leaderboards provide satisfaction while reinforcing students' self-perceived competence (Septiawan & Agung, 2020). Consequently, this transformation from rigid, text-heavy Fiqh instruction into an interactive digital format proves to be an effective solution for

cultivating a responsive, modern, and meaningful religious learning ecosystem at the Madrasah Aliyah level.

CONCLUSION

This study successfully answers the research questions regarding the implementation of Web-Based Learning (WBL) methods using the Wordwall platform and its contribution to enhancing Fiqh learning motivation among Grade X students at MAN 1 Pacitan. Based on empirical findings, WBL implementation was planned and executed by the teacher through integrating Fiqh law material into digital educational game formats such as interactive quizzes, word-matching, and crossword puzzles accessed flexibly by students via QR Code scanning or web links on smartphones without burdening device storage. Field data indicates a significant shift in student learning behavior: classroom participation became more evenly distributed, the fear of making mistakes while answering questions diminished, and independent learning emerged outside school hours, where students voluntarily replayed quiz games at home to improve their scores. Although technical constraints in the form of internet signal instability occurred within the madrasah area, they did not dampen the students' collective enthusiasm for engaging in the web-based learning process.

In terms of theoretical interpretation, the dynamics of these shifts in student learning motivation were analyzed through Self-Determination Theory (SDT) and the ARCS motivation framework (Attention, Relevance, Confidence, Satisfaction). The presence of dynamic visual elements and gamification formats on the Wordwall platform proved to trigger attention and arouse student autonomy, making them feel in full control of their own learning pace and direction. The presentation of Fiqh material packaged interactively established relevance to real-world contexts, while providing a safe digital response space without direct pressure fostered students' confidence and sense of competence. Immediate feedback via instant scores and leaderboard transparency yielded intrinsic satisfaction that stimulated healthy competition. Theoretically, the combination of WBL method flexibility and Wordwall platform interactivity proved successful in shifting students' learning drive from rigid

extrinsic motivation to sustainable intrinsic motivation in comprehending Fiqh studies.

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